



# SPECIAL ASSESSMENT CONDITIONS FOCUS 2016

RTLB Managers' Forum

# SPECIAL ASSESSMENT CONDITIONS FOR NCEA 2015 EVIDENCE

- RTLB clusters supported schools to make applications for SAC using school evidence
- RTLB efforts in 2014/5 has resulted in an increase of applications in decile 1-8 schools **but there are still too few SAC applications in deciles 1-3** (presently at 2% of NCEA candidates)
- In Term 2 2015, 39+ targeted decile 1-3 schools were supported by RTLB to make SAC applications.  
**Increases:** Decile 1 – 57%, Decile 2 – 28%, Decile 3 – 17%
- NZQA approved 87% of school evidence based applications for SAC

# WHICH STUDENTS ARE OUR TARGETS FOR SAC?

- 15 to 20% of the school population could be expected to have learning difficulties
- 3 to 5% of do not respond to targeted instruction and intervention in the expected way
- This 3 to 5% of the school's cohort are students who could benefit from Special Assessment Conditions to remove barriers to achievement
- In 2016 schools are encouraged to identify NCEA candidates for SAC, we are hoping to raise the national uptake by 5%
- RTLB can support schools with the SAC process

# WHAT IS SAC?

- SAC entitlements give students additional support they need for equitable access to assessment for secondary school qualifications.
- 4 categories (Sensory, Medical, Physical, Learning). Students may fall under more than one category.
- Types of support (Braille paper/enlarged paper/PDF/special paper/coloured Irlen overlays/signing supervisor/signing reader/reader/computer or writer/separate accommodation/extra time/rest breaks).

# IDENTIFYING THE STUDENTS

- Students likely to achieve within Level 5 or 6 of the curriculum if they had support to remove barriers to fair assessment.
- Teacher OTJ\* ..\..\2016 TTSouth\Identification of students to assess further for SAC August 2015.docx
- RTLB roll – current or previous involvement with RTLB
- ..\..\2015 TT Cluster\SAC\Identification of students to assess further for SAC.docx

# IDENTIFYING THE STUDENTS (2)

## School tests as a screening tool

- MidYIS (possible profile)
  - Vocabulary (Low)
  - Math (Reasonable)
  - Non-verbal (High)
  - Skills, editing, proof reading (Low)
- e-AsTTle or PAT Listening (high), Reading Comp (low)
- Lucid Exact
- Lucid Ability
- Lucid Lass

# SCHOOL EVIDENCE

## Reading Assessment Tools (administer **one**)

- York Assessment of Reading for Comprehension (YARC)\*
- LUCID Exact & Ability
- PROBE
- DRA

## Results

- Reading Comp: DRA, YARC, LUCID or PROBE (70%+ achievement)
- Reading Accuracy: DRA, YARC, LUCID or PROBE (96%+ achievement)
- Reading Speed: DRA, YARC or LUCID

LUCID will generate a report that will provide language for the \*Data Summary Sheet..[..\2015 TT Cluster\SAC\Modified SAC-Data-Summary-Sheet for RTLB 8June 2015.docx](#)

# SCHOOL EVIDENCE (2)

## Writing Assessment\*

- PATOSS Results
- 20 minute hand writing sample
- 20 minute using a computer
- Both samples to be uploaded on the online application

## Wharekura

- PATOSS – can be completed in Te Reo Māori
- Submit assessments that the school already has
- Submit under “other” on each tab if they are not one of the tools identified (above).



# MEDICAL AND PHYSICAL CONDITIONS

Students with a permanent or long-term medical/physical disability  
eg

- ADD/Disruptive Behaviour Disorder
- Autism Spectrum Disorder
- Diabetes
- Epilepsy
- Scoliosis

A report from an appropriate registered medical professional must be on file in the school. A new diagnosis is not needed for a disability that is of a lifetime duration.

Applications for other requirements as needed (separate accommodation/rest breaks).

# COMPLETING THE ON-LINE APPLICATIONS

Have the information for the Data Summary Sheet ready for the on-line application

Remind the school to apply for access to the SAC link on the NZQA website through the principal's nominee

For first time users consider having RTLB sit alongside the SENCO/DP who will complete on-line applications

Tabs to be completed

- Sensory/Medical/Physical Condition (Tabs 1, 2, 3, 4, 5)
- Learning Condition (Tabs 1, 2, 3, 4, 6, 8 & 9 - reader, 10 & 11 - writer)

NZQA site

- [www.nzqa.govt.nz/sac](http://www.nzqa.govt.nz/sac)

# DO NOW DISCUSSION

- Share your knowledge of existing systems (including systems in contributing schools) and processes that exist in schools to identify possible SAC candidates
- Barriers and enablers to the SAC process
- What support do RTLB clusters need with SAC so they can enable schools to develop sustainable processes?

# NEED FOR PD?

Expressions of interest for those interested in attending and/or having RTLB/SENCOs attend P.D. to upskill on the process of making school based evidence SAC applications.

NZQA seminars email [sac@nzqa.govt.nz](mailto:sac@nzqa.govt.nz) willing and able to run multiple seminars with interested groups.